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ABSTRACT

The second in a set of five publications on the educational "ministry," this document is a plan book intended to help Catholic school teachers in their dual role of educating students in academic matters and increasing students' faith in the Catholic doctrine. A brief paper, "The Teacher as Minister," by Dr. Elinor Ford, is presented that claims that the first responsibility of the teacher as minister is to determine each student's academic aptitude and achievement, learning rate and style, and self-concept. A second responsibility is to demand that students be the best persons they can be. Third, teachers should include in their own plans time for reading about and reflecting on theories and practices in their subject discipline, the psychology of learning, and religious education. Teachers should then revise their practices based on their reading and reflection. Fourth, teachers should ascertain if students are reaching out to grasp their destiny. The major part of the book is set up with one page per day, with categories for "equipment needed," "attendance," and "other" printed at the bottom of each page. Simulated plans at the primary and secondary level demonstrate ways to use the book and space is provided for outlining the teacher's daily schedule and recording specific information for substitute teachers. (MLF)

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DAILY PLAN BOOK

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name

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school

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city

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year

In the early Church, as today, the role of "teacher" was recognized as an important ministry within the Christian community. Christ embodied this ministry in His loving, healing, and liberating actions, and the primary mission of the teacher in the Catholic school is to witness Christ through a lived Christian faith. Like Christ, teachers in the Catholic school need to be goal-minded in this ministry: to proclaim the Word, to build community, and to serve the needs of the individuals entrusted to them as educators.

To assist us in the teaching ministry, both the NCEA Elementary and Secondary Departments are now focusing on the theme, "Teacher As Minister." As the second project in a five-year plan on educational ministry, the Department of Elementary Schools has designed this Plan Book, which promises to be useful also on the junior and senior high school levels.

An important part of the book is the paper, "The Teacher As Minister," by Dr. Elinor Ford. We are grateful to her for the reflections she offers. We also express appreciation to Sister Terry Davis, SND, for the cover design; to Sister Barbara Sutorius, SSND, for all other line drawings; to Sister Mary Peter Traviss, OP, Brother Dominic Berardelli, FSC, and Sister Carleen Reck, SSND, for content contributions.

We trust that this Plan Book will help each teacher who uses it to "enter into the mind, heart, and spirit of Jesus Christ," and through effective planning, become all things to all students.

NCEA Committee on Teacher As Minister
Sister Mary James Merrick, OSF

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EA 017 135

Information for substitute teachers . . .
(Specify the following information, or the place where it may be found . . .)

Fire/emergency procedures:

Teacher's daily schedule:

Seating plan:

Attendance procedures:

Special grouping(s):

Equipment/material:

Names of students who can be especially helpful:

Names of students who may need additional guidance:

Names of students who may leave class for special instructions or other reason:

Teacher's special duties:

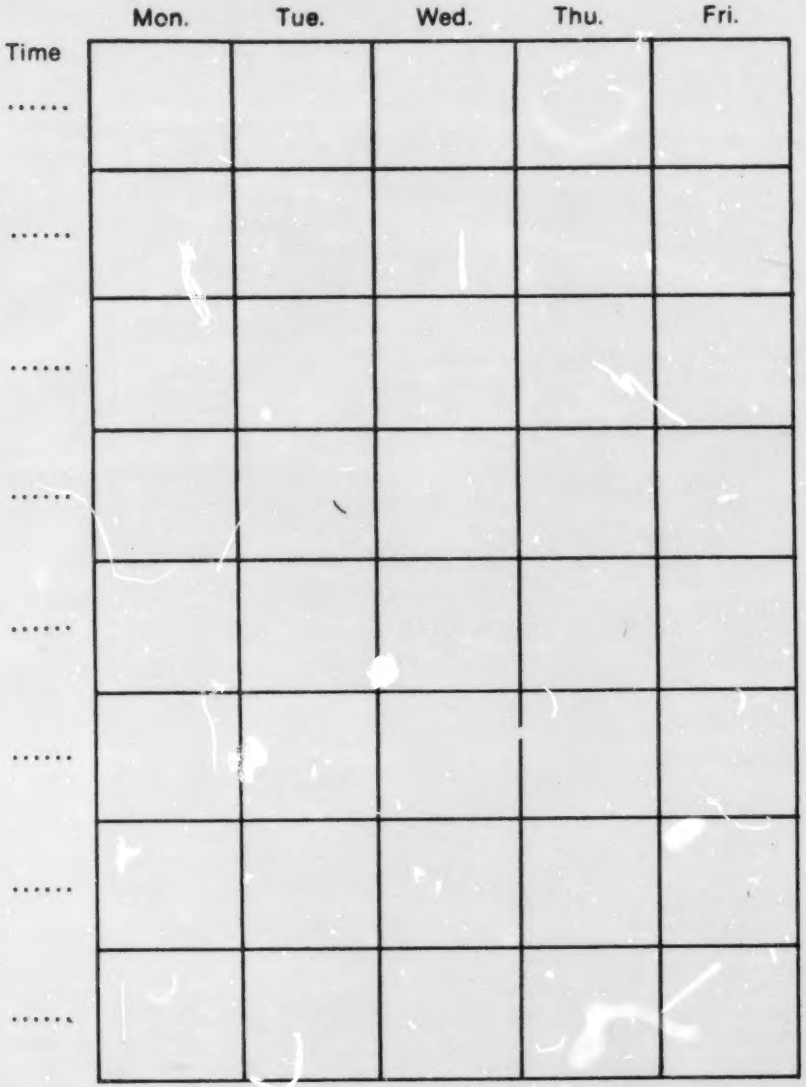
Students with special responsibilities:

The day's teaching/learning activities:

Note to the substitute teacher:
Please leave, clipped to this page, a brief report for the regular classroom teacher concerning your day.

Teacher's daily schedule ...

Schedule for .....



Special duties ...

Schedule for .....

Special duties ...

THE TEACHER AS MINISTER

By Dr. Elinor R. Ford

Professor of Education, Fordham University
Executive Director, National Forum of Catholic Parent Organizations
National Catholic Educational Association

- **From where is the student coming?**
- **Where is the student destined to go?**
- **How will the teacher with the student's other educators, especially his/her parents, help the student get there?**
- **How will the teacher know if the student is reaching out for his/her destiny?**

These four questions sum up the role of the teacher as minister to the student.

From Where is the Student Coming?

Today's student is coming from a society that:

- Is the most advanced technological society yet known to man;
- Is the most competent in storing and making available to masses of people the vast store of knowledge of past and current ages;
- Is confused about the purpose of existence and keeps substituting the "in" transient values for the eternal ones rooted in gospel.

> ***Today's student... is confused about the purpose of existence and keeps substituting the "in" transient values for the eternal ones rooted in gospel.***

Today's student comes from a family that:

- Is surrounded by or may be one of the "average" American families that spend only thirty minutes a week in familying or in "nose to nose" contact with one another;
- May be one of the seven out of ten that the statistics predict will be governed in the eighties by a single parent;
- Is struggling to maintain its primary educational role in the midst of the other social realities whose potential for negative educational influence cannot be denied: television, magazines, records, movies, a variety of peer group social constructs, and the loss of close contact with the stabilizing influence of grandparents and other relatives caused by the constant mobility of the family.

Because of their backgrounds, there are a growing number of students in Catholic schools crying out consciously or unconsciously for the healing ministry of their teachers. These are the students who have been damaged by the negative influences in the milieu from which they come and, as a result, have a very high "inutility factor." That is, they feel useless, unneeded, unwanted, uncared for. In the words of Urie Bronfenbrenner (1978), the young person does not **perceive** that there is one adult in his/her life irrationally crazy about him/her. For the teacher as minister, this means that there are students falling off the school buses into the classroom each morning who rarely, if ever, hear from some adult the words or the gestures that say: "I love you; I believe in you; I will stand by you."

So the first responsibility of the teacher as minister is to perform a "needs assessment" of each student. The purpose of this exercise is not to determine just the academic aptitude, achievement, learning rate and learning style of the student, but to add a fifth diagnosis, the inutility level of the student. After consulting with other teachers, parents, and persons who know the student, as well as personally observing and having several one-to-one encounters with the student, the teacher will attempt to estimate to what extent the student perceives that he/she is loved and how important he/she believes himself/herself to be to the life of the family, the school, the Church, and to the rest of the human family. Without this estimate, a teacher's plan for instruction is woefully deficient. For without a good self-concept, a student's ability to learn to read, to add, to write, to think, to judge and, more importantly, to love the Lord Jesus is seriously impeded.

> ***... Without a good self-concept, a student's ability to learn to read, to add, to write, to think, to judge and, more importantly, to love the Lord Jesus is seriously impeded.***

Where is the Student Destined to go?

Since parents are and must be the students' primary educators, today's teaching ministry must include opportunities for teachers to give parents confidence, support, and helpful strategies for dealing with young people. For a while, parent-teacher meetings should be devoted to the needs that parents have in living out their parenting role, instead of describing what the teacher/school has done for the student and what

their needs are. Parents, too, must feel the healing and educating ministry of the teacher. Parents' inutility level must be lowered by realizing that the teacher considers them the first educator and wants, rather than tolerates, them as partners in the educational process.

... Today's teaching ministry must include opportunities for teachers to give parents confidence, support, and helpful strategies for dealing with young people.

Once parents and teachers unite with the student, the student has his/her best chance of searching out what the Spirit has destined for him/her and letting the home and school know. Together, all three—parent, student, teacher— can work out an educational program for the student that includes specific instructional objectives for the year, as well as the precise responsibilities of parent, student, and teacher if the objectives are to be achieved. The instructional objectives must reflect the school's overall goals by including activities designed to help each student become:

- Hopeful about himself/herself;
- Hopeful about the future;
- A contributing member of his/her own family, school, Church, and community;
- A responsible person desirous of living gospel values enthusiastically and encouraging others to do likewise.

Together, all three—parent, student, teacher—can work out an educational program for the student....

How will the Teacher with the Student's Other Educators Help the Student Reach His/Her Destiny?

The best help that teachers serving as ministers to students can offer them is their own joyful enthusiasm for:

- Promoting the well-being of the student, his/her family, the Church, and the rest of the world's human family;
- Gospel values as reflected in the witness of their own lives;
- Learning as a continuous life-long process of self-growth.

To achieve and maintain such joyful enthusiasm within the daily monotony of the school's schedule and the tremendous difficulties and pressures that "beat on" today's teachers, it is necessary that teachers watch out for the level of their own inutility factor. Teachers must daily remind themselves of their importance in the life of students starved for love, support, and firm guidance.

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Teachers **must** allot time in their monthly schedules for rest and relaxation so that their nervous systems can be refreshed and readied for the next month's onslaught. Teachers must learn to be gentle with themselves. The acquisition of the gentleness of which Adrain Van Kaam (1974) speaks is one of the teacher's greatest assurances that he/she will be a joyful and enthusiastic witness. Adults must know that although they may be fragile and vulnerable when it comes to acting the way they want to act in the daily moment-to-moment encounters with students, they are nonetheless precious and important to these same students. For many, in fact, they may be the student's only chance of realizing that he/she is important enough to be irrationally loved.

Secondly, if teachers are to help the students reach their destiny, they must be prepared to awaken each student to his/her own best performance by lovingly **demanding** that each student be the best person that he/she can be. Such demanding means that when planning a student's program, the teacher will examine the student's needs assessment referred to previously and provide:

1. Sufficient time for the student to master what has been taught and to do the work required in his/her **best** style. Too many of today's educators program students to perform at their minimum level of competence and in a slipshod fashion by not giving them as much time as they need to do their best.

The teacher-minister MUST give each student the chance to learn that failure in life is a beginning, not an end.

2. Opportunities for independent learning in which the student is **made responsible** for the success or failure of his/her work. Success is appropriately rewarded to encourage future and greater responsibilities. Failure is examined for its causes, but the student must be made to build on the failure, to risk and to try again. The teacher-minister **must** give each student the chance to learn that failure in life is a beginning, not an end.

3. Opportunities for working with parents and other educators so that a proper analysis of **what** is the student's best is accurately determined. In addition, there must be a consistency among **all** the student's educators as each day they all demand that he/she, given the home and personal circumstances from which he/she has come, do what **is** best for him/her, not for someone else and not according to inflated parental, administrative, or teacher expectations.

The third way that teachers can help students reach their destiny is by monthly growing ever more knowledgeable in the content and practices of the ministry of teaching. This means that as each teacher makes out his/her weekly or monthly plan, there should be included time for the teacher's three "R's": Reading, Reflecting, Revision.

1. **Reading,** especially the journals devoted to explaining the theories and the practices in the teacher's subject discipline, the psychology of learning, various models of teaching, and in religious education, which is the responsibility of the total school staff.

... As each teacher makes out his/her weekly or monthly plan, there should be included time for the teacher's three "R's": Reading, Reflecting, Revising.

2. **Reflecting** on what has been read by oneself and with other teachers through discussions and observations of classroom practices in the school and in other schools, both public and nonpublic.
3. **Revising** current practice in the light of one's reading and reflection. Such revision should ensure that the teacher's monthly plan includes an appropriate balance among the following components of the instructional plan:
   a. The teaching of the facts, concepts, and skills that the student needs to know. Teaching too few of these can result in a student's inability to become a thoughtful critic of his life's experiences. Teaching too many facts, concepts, and skills can deprive the teacher of time needed for the components that follow.
   b. An integrated reinforcement (commonly called drill) of the facts, concepts, and skills taught. This is necessary if students are to be able to use these in developing a variety of cognitive strategies in problem-solving situations.
   c. The application of the facts, concepts, and skills to the familiar situations of the student's everyday life so that they have meaning.
   d. The application of the facts, concepts, and skills to the unfamiliar situation. Such applications, especially for the above average student, are essential if the ideas are to be internalized and if the students are to be trained in creative and critical thinking strategies.
   e. Aesthetic experiences in which the student encounters the beauty and greatness of the past, of his/her present world, and most importantly, the areas within himself/herself that can, with proper development, reflect the beauty and greatness of the Lord. These aesthetic experiences of stillness and meditation on the purpose of existence and one's relationship with the Lord—these encounters with the best of music, art, literature, and movement should not be isolated experiences. They should form the basis of the instructional program, no matter what the subject discipline, so that the teacher's ministry to the student is an integrated balance of care for his/her cognitive and affective development.

How will the Teacher Know if the Student is Reaching Out for His/Her Destiny?

Clearly it can be said that only the Lord, and at times the student, knows this. Yet this does not mean that the teacher ignores growth toward destiny because no one has yet invented either a norm-referenced or a criterion-referenced test to measure it, or because the final answer will only be known somewhat during the student's mature years, and finally in eternity. Instead, the teacher must strive harder than he/she does in the academic areas to get some signals as to whether the instructional program is building up the student in the Lord. Here are suggestions for getting some correct signals:

... The teacher must strive harder than he/she does in the academic areas to get some signals as to whether the instructional program is building up the student in the Lord.

1. Scheduled and regular discussions with each student about how hopeful he/she is about himself/herself, family, peer group, Church, and world. These discussions should be aimed at determining whether or not the student's inutility factor appears to be lowering, thereby freeing him/her to reach out for the strength to become the best person he/she can be.

2. Informal attitude tests could be administered to students before and after the development of a project designed to help the student grow toward his/her destiny. These faculty-designed attitude tests will be helpful, provided that the following are observed:
   a. The attitude test is developed by several faculty and resource people (possibly from diocesan offices) working together.
   b. Sufficient time elapses between the pre- and post-testing to enable the action steps of the project to have had some impact.
   c. The results are used with discretion, keeping in mind that they are but one tool, and a not-too-definitive one, that teachers can use, **together with** the others identified here, to make a total evaluation, not of the students, but of the effectiveness of their action projects.

   A good reference for teachers on how to construct measures of student attitudes can be found in: **How To Measure Attitudes,** Marlene E. Henerson, Lynn Lyons Morris, and Carol Taylor Fitz-Gibbon, Sage Publications, 275 South Beverly Drive, Beverly Hills, CA 90212.
3. Collaborative observations of the student by staff, parents, support staff, and clergy to decide changes in.
   a. Student's inutility factor;
   b. The level of the student's participation in the liturgical life of the Church;
   c. The student's voluntary and consistent service to his/her family, school, parish, and the less fortunate members of the human family: the sick, the aged, the imprisoned, the hungry, and those in need of religious and academic tutoring.
4. Developing an ongoing, systematic way of evaluating the strengths and weaknesses of the entire school program. Should the school be rooted in a parish, this evaluation must include the parish as well to be effective. The design of the school evaluation must possess the following characteristics:
   a. Involve and examine all those who constitute the student's educators: the staff, the administration, the support staff, the clergy, the parents, and the student himself/herself.
   b. Identify the philosophy and goals of the school so that **these** and not the opinion of **any** person or group form the criteria against which all aspects of the school are measured. It is essential that the philosophy and goals reflect the thinking of the current, not previous, members of the school community.

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   c. Precisely determine what appears to support and not support the stated philosophy and goals. This determination should be examined by an outside, competent group to bring objectivity to the determinations of the school community.

Develop an action plan whose elements represent input from ALL groups, especially students and parents.

   d. Develop an action plan whose elements represent input from **all** groups, especially students and parents. The action plan should be made operational by precisely spelling out the action steps, those responsible for each action, and the dates of beginning and completing each action step. Accompanying each action step should be the precise manner in which the value of the action will be evaluated in a year's time.

Attempting to evaluate whether or not a student is reaching out to grasp his/her destiny, like the entire educational process, must be a collaborative effort of **all** involved and is by its very nature a difficult task. But it is what constitutes the ministry of teaching. The effort made to tackle this difficult task by the loving, caring, and courageous teachers of our Catholic schools is what makes them teachers as ministers, not just professionals.

... They see the results of their ministry reflected not so much in the words of their students as in their eyes that say: Thank you for taking us as we are, for believing in what we can be....

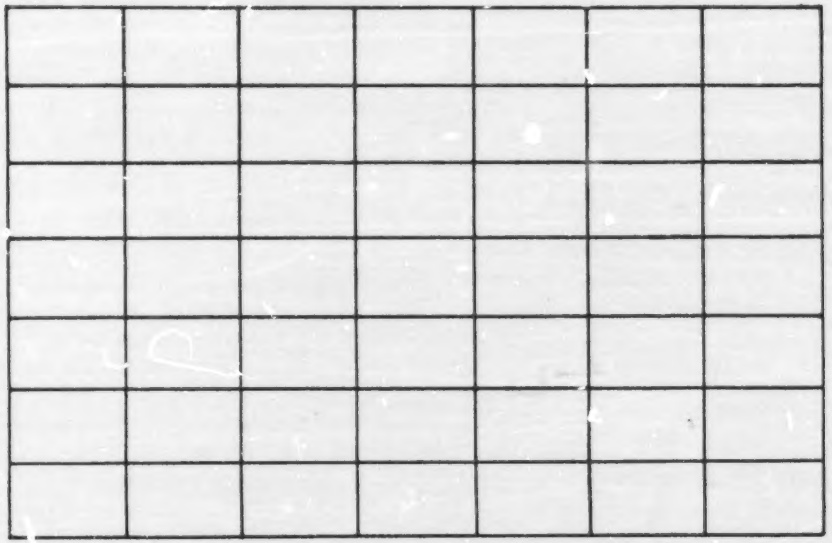
The rewards of that effort may not be evident until the maturity of the students, but the teachers know it's coming. For they see the results of their ministry reflected not so much in the words of their students as in their eyes that say: Thank you for taking us as we are, for believing in what we can be and for giving us your loving, healing ministry so that we, like you, can journey enthusiastically from here to eternity.

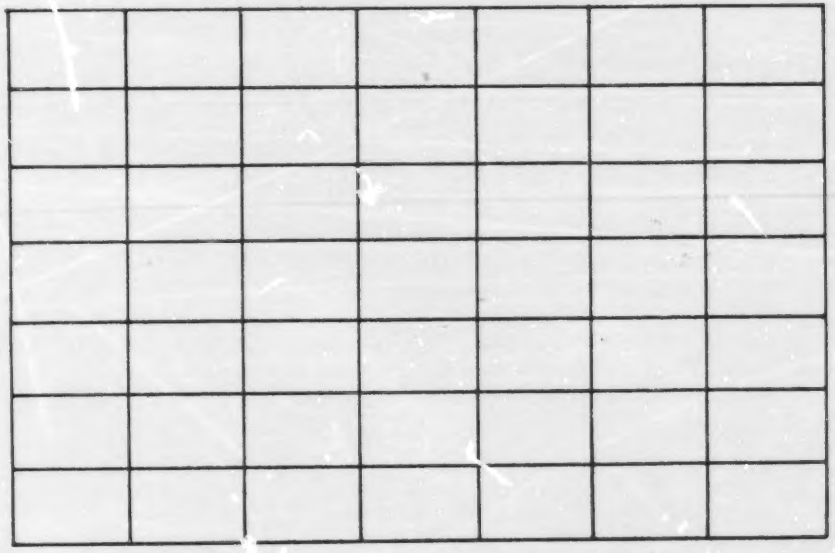
REFERENCES

Bronfenbrenner, Urie, "Who Needs Parent Education?" **Teachers College Record,** May 1978, 79:4, 767-787.

Van Kaam, Adrian, **Spirituality and the Gentle Life,** Denville, NJ: Dimension, 1974.

Seating or grouping plans . . .





Overview planning (continued)...

February...

May...

March...

June...

April...

Summer / fall...

HOW TO PREPARE EFFECTIVE LESSON PLANS

By Sister Mary Peter Traviss

Written lesson plans for Grades K-12 should be prepared with only one objective in mind: to enable the teacher to guide the complex process of learning. Plans prepared **primarily** for a substitute teacher or for the periodic review of the principal, and not designed for the teacher, are almost useless as a daily teaching tool. The purpose of lesson preparation is for **student** growth.

Some experienced teachers will reject the notion of written plans, maintaining "I have the plans in my head." I have observed many such teaching-learning situations in which the teacher claimed she had the outline proposals for achieving a desired objective in her head and, in the stress of the classroom encounter, either forgot some steps, had to leave the classroom to pick up equipment, or used less than appropriate materials because she didn't plan for better ones. Keeping well prepared, sequential plans for every teaching objective in one's head seems impossible or, at least, an extraordinary waste of energy.

Lesson preparation means not only developing a logical sequence of didactic instruction, but also creating classroom environmental aids, planning the use of varied and appropriate materials, and selecting the right multi-media tool in motivating students.

Educational planning is a process with a beginning, a middle, and an end. The BEGINNING is deciding what you want to accomplish with your class, or with an individual learner. The MIDDLE is deciding the tools, materials, time, and resources you need; sometimes it is the setting up of interactional activities designed to promote cooperation and exchange. The END is evaluating the process to see if you did what you wanted to do. Let's look at each step separately.

The Beginning or the Aim of the Lesson

Goals and objectives are two different things. Goals are formulated for the year; they are the broad areas to be developed. As I review the lesson plans of student teachers, I often see goals instead of objectives or aims for the daily plan. A secondary teacher might have, for example, "To foster an appreciation of the poetry of Robert Frost." Then as the procedure, he or she writes "read and discuss with class 'Death of a Hired Man,' 'The Road Not Taken,' and 'Mending Wall.' " No teacher could possibly hope to have a group "appreciate the poetry" of anyone in one class period. The purpose or aim of the daily lesson should be much narrower in scope; for example, "To study the wall as symbolic of human relations (referring to Frost's 'Mending Wall')."

Let us consider a reading lesson on the primary level. A good objective or aim for the lesson is "To present the differences between hard g and soft g sounds" or "To review the ten new words by using them in a class story." Such focused aims help a teacher zero in on what he or she really wants to achieve.

The Middle or the Procedure

The procedure is a plan of action detailing how to achieve the aim of a lesson. It includes planning the tools a teacher might use in order to add variety to the learning act. The teacher may wish to employ more than one learning style and thus may need a number of resources for the presentation.

While the aim may be one short phrase, the procedure is often several steps, e.g. under the AIM: " To identify the moral dilemma in 'The Clubhouse Boat,' " I might have the following steps: (1) introduce film by asking about experiences with peer pressure, clubs, etc.; (2) show film; (3) ask who has the problem; (4) ask what the problem is; (5) list various responses by asking "Is there more than one problem? Is there a moral problem, a social problem, a parental problem? Are they the same?" (I may even show the film again after this discussion); (6) deal with the problem most students seem to relate to.

Some teachers are very good at generating excellent questions from the responses and interactions of their students. Others need to jot down a couple of key questions to get themselves started. Asking good, comprehensive, and deep level questions is an art, the acquisition of which cannot be left to chance. My supervisory experience of classroom teaching is that questions are often direct recall types at the primary level, and direct recall coupled with some comprehension questions at the secondary level. Teachers will gain the skills of asking questions which enhance learning when they painstakingly prepare those kinds of questions — at least initially.

Another inclusion a teacher may wish to make in the procedure section of the plan is VOCABULARY words. Beginning with grade four, each subject has a specialized vocabulary. Increased comprehension suggests that students be introduced to the concepts and terms **before** they are used, and again in context.

The PROCEDURE often contains skills to be developed and work habits and/or attitudes to be fostered, as well as the sequential imparting of conceptual information. The teacher may wish to make notes re special projects or individual assignments, peer tutoring arrangements, or details for regrouping.

Observation of classroom communities, both at the elementary and secondary levels, convinces me that the vast majority of discipline problems arise when the teacher's planning of procedures is poor. On the other hand, I am also persuaded that the better the teachers prepare their procedures, the more flexible they are to the developing needs, interests, and abilities of their students.

Teacher's manuals for modern textbooks are excellent. Usually they are written by competent educators especially well acquainted with the field in which they are writing. You will notice, however, that they all protest that their model plans are merely suggestions. They are not designed for specific children. Not only should teachers' procedures include the most appropriate materials and methods to fit their purpose, but the procedures should also suit the teachers personally and must meet the needs of the individual students. Read the manuals, yes. Take the suggestions, yes. But also take ownership. Rework the plans so they are applicable to your class.

The End or Evaluation

In planning lessons teachers should determine in advance what means they will use to ascertain whether or not the purpose has been achieved. This step tells them if they must reteach on the following day or if a segment of the class needs additional drill or if they should pursue a class interest related to the material. The evaluation is not of the untaught plan, but rather a way in which the teacher will know what to do next. An example of an evaluation for Robert Frost's "Mending Wall" might be a

class discussion on the symbol of wall and its application to human relations in the lives of the students, or a written elaboration of the suggested analogy, or the search for similar uses of the symbol in other literature — cognitive activities which indicate to the teacher that the students have grasped the teaching intent.

Ways to Use This Plan Book

Because we believe that learning centers, bulletin boards, displays, and classroom climate (which is often determined by physical environment) should be planned as carefully as the actual instruction, we have not designed this Plan Book with boxes. Teachers may draw boxes if they wish—any size and shape—according to need. We have set up the book with one page per day; you may wish to use two. The "Equipment Needed" section is a handy way of reminding the teacher to pick up equipment before school begins and not be looking for an extension cord while the students are sitting "with folded hands" because they have nothing else to do.

The "Attendance" section is for those teachers who find it difficult during a busy school day to ink in ADA in the legal register. It is easier to find the correct small square in the quiet of your study on a weekend. This section also has the advantage of noting special assignments for absent students. Or if a teacher would like to use it for another, more pertinent need, the section might be renamed.

"Reminder" has obvious use. "Other" can be employed in as many ways as we have good teachers—instructional TV programs, bulletin board ideas, creative discussion starters, class meeting topics as they come up, project suggestions for gifted students, and stimulating ways to represent material to slower paced students.

On the following pages we have simulated plans that might have been written by two different teachers—one a primary teacher, and the other, a secondary teacher. They demonstrate one way to use the Plan Book. We hope that you will send us your creative ideas and also your suggestions for improving future editions of what we anticipate to be a genuine service tool in your enormously important work of ministering through teaching.

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IF APPLICABLE: A – aim, V – vocabulary, P – procedure, E – e

DATE April 4

"There has been increased recogn
tion that all share in the educ
ministry, not just those s
signed to "teach

Here's a sample ELEMENTARY lesson plan

Review & place value of standard numbers

P. 1. Board work with number group, p. 132
2. Those not at board use slates

E. Observe work on board and on slates; assign p. 133; circulate

Us, fun, quite
Jesus, much
Jesus loves me
very much.

...ring of 8th Station
...ow picture of Station
3. Ask "What is happening?"; "Why?"
3. Review what happened before (1-7 Stations)
4. Creative drama of Stations they know least.

E. Use magazines to design cut-out version of 8th Station
Prayer intentions from reflection on 8th Station.

LANGUAGE ARTS

A. Review patterns Y, Z, X

P. 1. Use poem, p. 132 to practice patterns
2. Read and spell words p. 34, add Jesus

E. Write class stories using patterns
Take turns reading it aloud.
Each copy class story for book.

READING

A. Creative dramatics with Once Upon a Summer Da

P. 1. Retell story
2. List Characters
3. Describe them. (use wo from story)
4. Act out sections (I, II, III)

E. Discuss what character stayed with story – wh added things?

P.E.

A. Continue sequence of skills

P. 1. Continue Drill #7 for 3 min.
2. Introduce #8
3. Divide into 4 teams for #5.

S.S.

A. Name things families nee

P. 1. Discuss Hopis prayin for rain – Why?
2. List work of the me
3. Introduce methods fo saving food.

E. Work on mural.

ART

A. Combine use of poster paints + Easter cards

P. 1. Put on aprons
2. Distribute mats, paints and paper
3. Just do cover (have several samples displayed
4. Dry in reading corner.

SCIENCE

A. Introduce concept of "like begets like"

P. 1. Animal pictures with young
2. Filmstrip

E. Recap story

Equipment needed	Materials needed	Attendance	Reminders	Other
(circle) filmstrip/slide 16mm/8mm/video screen adaptor extension cassette tape earphones/record player overhead/opaque/controlled reader slates	8th Station picture poster paints Magazines Animals + Their Babies Animal Charts	Janet – mumps Thomas – dentist appt. at 2 p.m. Cecilia – ?	No working on mural before school Hot lunch tomorrow Pink Day Friday	Change Reading Interest Center – Spring theme See Mr. Morrow about field trip to farm.

IF APPLICABLE: A aim, V vocabulary, P procedure, E

DATE April 3

Here's a sample JUNIOR / SENIOR HIGH lesson plan

DECISION MAKING 2°

A. To consider m
"By Who
V. Sh

principal)

s and their place in a school
ould set them up?
you had any experience with conflicting rules?
conflicting ideas about rules?
3. Show film "Dave"
4. Recap; explore feelings of Matt, Tracy, Mr. Langston, Mrs. Cole
5. Define problem(s)
6. Role-play realistic suggestions

E. Discuss merits of solutions re justice, responsibility, expectations, education.

pk if anyone wants to go to SH Nursing Home for reconciliation 4/12 7. p. m.

RELIGION 1°, 3°

A. To understand reconciliation with others necessary to reconciliation with God.

P. 1. Scripture references:
1 Co 13
Ep 2
Col 1
Heb 8

V. "essential commandment"
theological virtues
covenants
mystical body

2. Relgtionship with self and others and God. Sequence. Influence. (Use Erickson Chart)

E. Design reconciliation service for joint religion class sections. (4/11)

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GROUP GUIDANCE 6°

A. Consider stress filters: Adequate lead time, afternoon time, unfinished business time

P. 1. Present research on 3 filters
2. Divide into groups of 5 persons per group
3. Generate practical ways of exercising one of the 3 filters
4. Share ideas with class

E. Prepare presentations for 7-8 grade group guidance.

REMEDIAL READ. 5°

A. Work with 2nd level vocabulary work

P. 1. Distribute list, pronounce, put in diacritical markings
2. Use Tachistoscope; CR, "Higher and Higher"

E. Exercise 72

... Catholic elementary and secondary schools are the best expression of the educational ministry of youth.
To Teach as Jesus Did, #84

BEST COPY AVAILABLE

Equipment needed	Materials needed	Attendance	Reminders	Other
(circle) filmstrip/slide/8mm/8mm/video screen adaptor extension cassette/tape/earphones/record player overhead/opaque controlled reader	film "By Whose Rules" CR filmstrip #2 Jerusalem Bible Erickson Chart	Dan Mihan 1° only Sue Peters - Mexico til 4/16	Yearbook money due tomorrow CSF meeting cancelled this month	Religion Bulletin Board Reconciliation silhouettes purple letters mount essays